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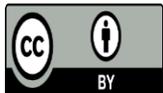
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CONTENTS

FOREIGN RESEARCHES

| Title | Page |
|--|---------|
| <i>Students' Possible self as a Motivator in Learning Translation</i> <i>Osama Hameed Ibrahim & Mohammed Basil AlAzzawi</i> | 20 - 1 |
| <i>The Translation of the verb of appropinquation (Kada / كاد) in the Glorious Quran into English</i> <i>Anwar Ali Mohammed & Abdulrahman Ahmed Abdulrahman</i> | 39 - 21 |
| <i>The Challenges of Translating English Alternative Questions into Arabic</i> <i>Marwa Mwafeq Basheer & Halla Khaled Najim</i> | 49 - 40 |
| <i>Personal Pronouns and Their Relation to Number System in English and Arabic: A Contrastive Study</i> <i>Noor Duraid Alazzawi & Halla Khaled Najem</i> | 63 - 50 |
| <i>Problems of Translating Iraqi Marriage Contract into English</i> <i>Ali Mohamed Al-Jawali & Luqman Abdulkareem Nsser</i> | 77 - 64 |
| <i>Linguistic features of scientific texts in translation</i> <i>Ayman Nehad Abdulmajeed & Layth Nawfel Mohammed</i> | 92 - 78 |
| <i>Orientalist Eyes in Gertrude Bell's Persian Pictures</i> <i>Hasan Moayad Hamid</i> | 107- 93 |
| <i>Application of Reiss's Model to the Translation of Arabic Modern Novels into English</i> <i>Abeer Abdullah Khodher & Salim Fatehe Yahya</i> | 143-107 |
| <i>A Quantitative Analysis of In-Group Responses on Converging and Diverging on Facebook</i> <i>Hadeel Thaer Ibrahim Aldabagh & Ashraf Reyadh Alallaf</i> | 159-144 |
| <i>Loanwords in Mosuli Arabic with Reference to Car Mechanics Jargon</i> <i>Haneen Majeed Almetwaly & Ashraf Reyadh Alallaf</i> | 178-160 |
| <i>A Pragmatic Study of the Speech Act of Criticizing in Mosuli Arabic with Reference to English</i> <i>Mohammed Abdulatif Jasim & Ebaa Mudhafer Alrasam</i> | 201-179 |
| <i>A Pragmatic Study of Irony in Iraqi Arabic</i> <i>Ali Hussein Baba & Ebaa Mudhafer Alrasam</i> | 222-202 |
| <i>Structural Ambiguity in Selected Arabic Literary Texts</i> | 241-223 |

| | |
|---|----------------|
| <i>Nadya Shaker Jumaa & Marwan Najeeb Tawfeq</i> | |
| <i>Relevance – Comprehension Heuristics of Translation Process: A Case Study on Literary Translation</i> <i>Mohamed Nihad Ahmed</i> | 259-242 |
| <i>Identity, Migration, and Assimilation in Nadine Gordimer’s The Pickup</i> <i>Haider Najee Shanboj Alaliwi</i> | 280-261 |
| <i>La condition de la femme camerounaise dans Les Impatientes de Djaili Amadou Amal</i> <i>Hanan Hashim Mohammed Saed</i> | 304-281 |



Relevance – Comprehension Heuristics of Translation Process: A Case Study on Literary Translation

Mohamed Nihad Ahmed *

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Abstract

Relevance - comprehension heuristics is the relationship between cognition and a language form. Instead of establishing a connection between a linguistic form and an outside thing, it offers an input to the inference system of human mental processing. The current paper deals with this phenomenon as one of the essential aspects of translation process research (TPR). It also focuses on the cognitive dimensions of relevance – heuristics of comprehension phase during translation process; they are two concepts; descriptive heuristic and attributive heuristic, the interpretive resemblance has also been analyzed according to the relevance theory RT which has cognitive effects and metarepresentation with the translation process. Data were collected from a novel written by Jean Webster entitled (Daddy Long Legs) with the translation. The analysis is conducted according to the relevance heuristics that constitute basic tenets of the inference-making process for a translator, and this is reflected in the performance of rendered version of the TL texts. The study comes to the conclusion that heuristics are cognitive tools that the translator uses to execute a bilingual transfer from SL into TL and are relevant to the comprehension phase and interpretive resemblance.

Keywords: cognition, translation process, relevance theory, comprehension heuristics, interpretive resemblance, literary translation.

1. Ostensive-inferential Modes of Comprehension

* Prof. Asst./ Dept. of Translation / College of Art / University of Mosul

According to Sperber & Wilson (1995: 24), there are several types of communication, including coding-decoding, inferential, and a complicated kind of bilingual transmission that can combine various types of communication. According to RT, successful communication and the processing of relevant effects allow the translator and audience to complete the understanding phase. The relevance Theory (RT) states that both the translator and the audience should feel that the material was effectively transmitted and was pertinent enough to be worthy of the effort needed to grasp it. This is accomplished by combining two complementing comprehension phase types—ostensive and inferential—to create what is known as ostensive-inferential modes. On the other hand, the audience must be prepared to exert the necessary effort to interpret ostensive stimuli deductively. During the translation process, the translator strives to produce an ostensive expression of what he or she wishes to communicate in TL. A certain level of mutual manifestness between the translator and the target audience is necessary for ostentatious-inferential comprehension.

Since every act of translation carries a presupposition of its ideal relevance, relevance theory underpins these assumptions by articulating two broad rules concerning the function of relevance in cognition and understanding. Sperber and Wilson (1995:83) base their hypothesis on the idea that the presumptions of relevance communicated by each utterance are sufficient to produce a specific relevance comprehension heuristic in which there is a relationship between the effort needed to transfer an ostensive utterance communicated by the translator and the cognitive effects produced in the TL audience. Thus, relevance as a characteristic of inputs to cognitive processes is examined using the concepts of cognitive effects and processing effort (Wilson, 2000: 423; see also Wilson, 2012: 231). In cognitive pragmatics, Gutt (2000) uses ostensive comprehension heuristics as a foundation for his analysis of the translation process. By using the ideas of cognitive environment and mutual manifestness between translator and audience, he views translation as an illustration of interlingual construal of language usage. Higher-order representations combine to produce it, mediating the relationship between processing efforts and cognitive outcomes (metarepresentations).

1.2 Cognitive Effects and Processing Context:

To account for the study of translation processes, it has occasionally been required to establish additional norms to fit the concepts of cognitive environment and the mutual manifestness of context operating within cognitive pragmatics (Spencer-Oatey & Žegarac, 2010: 76). According to relevance theory, it is better to analyze contextual elements as examples of a particular performance, i.e., a set of presumptions that translators employ while creating and interpreting acts of communication in TL. According to relevance theory, context is a mental construct that significantly influences cognitive outcomes. External effects are one type of contextual input that may be processed as mental representations, stored, retrieved, or understood as premises in inference-making. Information must be exchanged in order for communication to be successful since translation procedures produce common inputs. Information is exchanged according to the successful communication since translation procedures produce common inputs (Sperber & Wilson, 1995: 38). A mental-oriented definition of context should include such representations in TL since translators have various worldviews, differing multilingual abilities, and varying perceptual capacities.

Contrarily, cognitive repercussions occur when a person's assumptions are altered as a result of digesting new information in light of their preexisting worldview. This processing approach might have three different types of cognitive effects on translation:

- a. The creation of new SL input assumptions.
- b. Modifying the strength of already held assumptions in SL and removing earlier held assumptions in TL.
- c. TL input is only worthwhile for a TL audience to comprehend if it has the potential to have cognitive consequences.

Grasping how translator develops TL texts and how TL audiences respond to the TL texts (written) they read, requires an understanding of the notions of cognitive environment and mutual manifestness (see Gutt, 2000: 23; Alves, 2009: 100).

1.2.1 Metarepresentation within Translation Process:

Metarepresentation is the ability of the mind to represent "a higher-order representation with a lower-order representation implied in the utterances". An investigation of TL lexical use heuristics showed that texts are rendered more swiftly and purposefully by experienced translators. The type of processing effort used is also demonstrated to be highly linked with the cognitive effects evident in the translation output and their corresponding metarepresentations relayed through retrospection (see Figure,1).

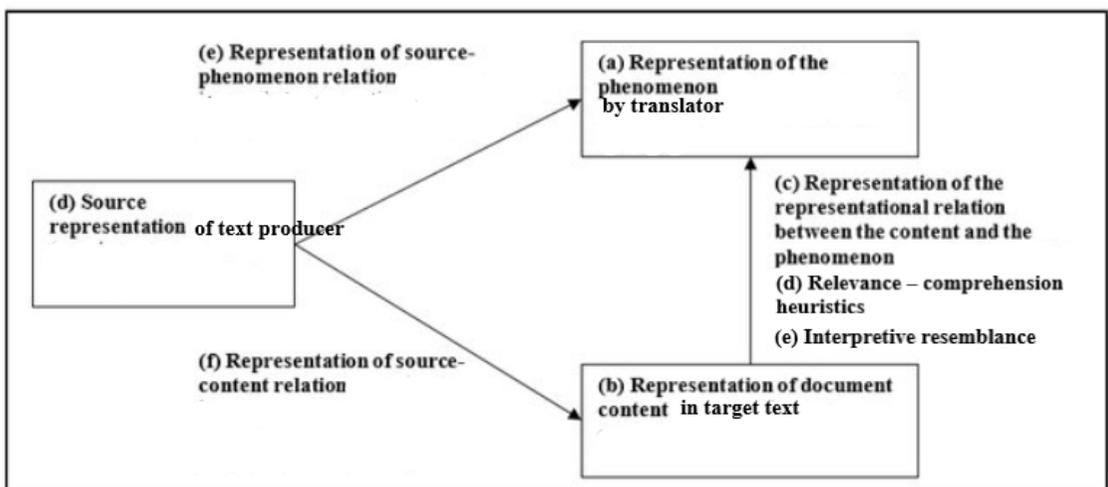


Figure (1): Metarepresentation and Translation Process

Thus, Alves (2007: 18) is able to support the relevance-theoretic hypothesis that human cognition is built to maximize cognitive effects with the least amount of processing work when translation tasks are carried out by expert translators. On the other hand, inexperienced translators show a sort of processing effort that showed a linear pattern of segmentation, minimal significant processing effort, and essentially no justified retrospection for their translation outputs, indicating poor cognitive consequences (Alves & Gonçalves, 2013: 109).

1.2.2 The Effort - effect Relation in Translation

A translator uses the relevance-theoretic approach to produce texts that are relevant to a particular audience but have consequences that require further processing to alter preexisting worldviews.

Human cognition, or the translator and audience, seeks to generate as many cognitive consequences as possible while exerting the least amount of processing work possible. Sperber and Wilson (1995: 36) use the assumption that there is a relationship between processing effort and cognitive outcomes in order to avoid conducting real research on the subject.

1.3 Interpretive Resemblance:

The translation process involves the sharing of connotations between the translator and the target audience. It relies on the heuristics of what has been discussed in the SL and is interlingual representative language use. Heuristics consider whether a speaker's utterances are relevant to the contextual components of the comprehension phase.

A relevance-theoretic approach may offer a comprehensive explanation of translation. Translators must interpretively transform ST into TT by offering communicative cues or representational roles to the audience. Alves et al. investigate the translation process as a relative task to cognitive operations of relevance theory (CORT) (see also Alves & Gonçalves, 2003: 108; Alves & Gonçalves, 2007: 41; Setton & Dawrant, 2016: 88).

1.4.4 Explicitness and Implicitness

According to Sperber and Wilson (1995: 23), explicatures and implicatures are two different forms of translation - the former requires both decoding and inference to recover, while the latter requires simply inference. The inference stage of the translation process combines mental representations of contextual presumptions and is guided by relevant heuristics to arrive at the intended interpretation of the spoken phrase. Additionally, the mental representation, according to Carston (2002: 32), is only a heuristic for utterance interpretation, requiring relevance comprehension to recover the proposition the writer meant. Alves (2009: 100) evaluated the concepts of explications and strategic explications using translation process data in conjunction with the descriptive and attributive uses on the one hand (see also Englund-Dimitrova, 2005: 236). Alves (2009: 100) As a bilingual intermediary between SL and the TL, the translator has considered explication as one type of heuristic linked with the relevance comprehension phase. The

mediated utterance is implied by the translator, which the TL listener then understands. Whether or if this increase in explication is imposed by variations in the systems of SL and TL, the translation process into TT tends to be more explicit than its counterparts ST. Explication has been studied as a process that is unique to translation. Blum-Kulka (1986: 18) proposes systematic research of the explication in translation. Conversely, processes of strategic explication would develop as a result of the translator's challenges in resolving translation issues that transcend the limitations given by the language systems. According to Steiner (2005: 2), explicitness is evaluated as a characteristic of the encoding as opposed to the communicative act as a whole, which is classified as explication. According to Hansen-Schirra et al. (2007: 241), investigations of the translation process as a form of communication must first demonstrate the ability to translate textual inputs. According to them, analyses of explication in translation fall more under the purview of relevance theory from a cognitive pragmatic perspective.

As a result, Sperber and Wilson (1995: 22) create the concept of explicature, which they describe as the inferential transformation of imperfect logical forms into propositional forms. In other words, explicatures provide completely propositional content by "fleshing out" the conceptual representations that are only partially captured by utterances.

2. Relevance of Translation Process Research

According to Gutt (2005: 26), who bases this argument on the idea that communication includes translation, RT is the key to delivering a thorough account of the translation process-oriented. The translator rapidly recovers the intended meaning in the source language and portrays the information in a fashion that enables them to communicate in the target language what they view as the most important elements of the original, even if it may not exactly match the original. In other words, there is an assumption that translation will interpretively mirror the original content (whether explicit or tacit). A contrast between "indirect" and "direct" translation is made by Gutt (2005: 25). The former is designed to focus on achieving optimal relevance for the TL audience, whereas the latter strives for interpretive

similarity, i.e., the interpretation of a TL is as similar as practical to that of the SL. Therefore, a receptor language utterance that claims to interpretively resemble the original entirely in the context intended for the original SL utterance is classified as a "direct translation" (see also Gutt, 2000: 177).

Based on direct and indirect translation use, Gutt (2001: 11) describes translation as a type of "interlingual interpretive use" using a model of the distinction between descriptive and interpretive language usage (see also Gutt, 2000: 136). Translators can make their work more pertinent by summarizing what the original author expressed in the ST for the TT audience. De facto translation, then, is a type of communication between the translator and the target audience because the TL audience only sees the translated information rather than the original SL material (see also House, 2013: 47). An expression made by a translator is an interpretation of the speaker's or author's thought, which is an interpretation of an idea attributed to someone who expressed it in the target language (TL). TL writings or utterances, in contrast, involve one level of metarepresentation and are interpretive representations of an author's or speaker's thoughts. Such a text or speech is significant and involves a higher level of metarepresentation since it is thinking about thought.

2.1 Model of Relevance – comprehension Heuristics

Expanding on the use of RT in translation, Gallai (2019: 52) argues that studies of translation might benefit from putting more emphasis on how well humans can communicate with one another. As a result, it could help us understand the mental models that enable us to transfer, or express in one TL what has been stated in another. Gallai (2019: 58) also created a level structure for the translation process to investigate translation as a higher-order communicative act. He claims that, rather than only representing the states of events, the primary goal of translators is the meta representation of thought in the target language (TL). As a result, the translator must focus on the cognitive environment of the pertinent heuristics rather than only taking external contextual variables into account. Theoretically, the cognitive contexts of the communicator, translator, and listener might all differ when it comes to the translation process. But according to Gallai (2019: 56), it becomes

clear that metarepresentation skills must be a fundamental part of translation competence once the translator realizes the need to function in a variety of cognitive circumstances. Based on these relevant heuristics, Alves and Gonçalves (2003: 13) developed a cognitive model of the translation process to examine how translators look for the highest degree of interpretive similarity across various propositional forms in their respective working languages. They conclude that if procedurally and conceptually encoded information is not handled effectively by translators, it becomes challenging to reach any instance of interpretative similarity. This highlights the significance of the decoding/encoding stage of the translation process as well as the essential function those inferential enrichments serve in creating a successful translation. Using relevance and understanding phase heuristics, Fabrizio Gallai (2019: 58) differentiated between two components of the translation process:

1. Descriptive heuristic utterance of the translation process: interpretation of a concept that describes a desirable or realistic environment. The translator can metarepresent a distinct speech using linguistic or logical similarities. This kind consists of:

- a. Metarepresentational heuristic.
- b. Interpretive heuristic.

2. Attributive heuristic utterance of the translation process: By interpreting another thought or phrase, it is possible to comprehend someone else's thinking. There are two subcategories: (a) linguistic form-indicated and (b) tacitly attributive. The degree of fidelity fluctuates and is controlled by the Principle of Relevance; we can only say that these statements are more or less true or realistic. Only the most pertinent representation is required; not an entirely identical one.

2.2 Data Collection:

The research problem is in the cognitive dimensions of heuristics; translator may vary with respect to the use of descriptive heuristic and attributive heuristic between ST and TT. Applying comprehension-relevance heuristics to the translation process is the major goal of data analysis. It examines how translator derives, cognitively, comprehension heuristic variables (i.e., attributive and

descriptive). Metarepresentation and ostensive inferential understanding are two additional variables that may have an impact on the interpretive similarity in TL. It is hypothesized that translators may vary in terms of the comprehension of the input texts. As a result, they apply effort effects to various translation realizations, whether they use an interpretative heuristic or an attributive heuristic. The study is able to incorporate the novel passages from:

"Webster, Jean (1995). **Daddy Long Legs**. C. Rainfield: Project Gutenberg".

The 1912 novel Daddy-Long-Legs by American author Jean Webster is an epistolary work. The primary character, "Jerusha Judy Abbott," is followed as she leaves an orphanage. Although it was initially a "girl novel," this book is now frequently labeled as emotional literature.

2.3 Data Analysis:

Data of the paper involved 15 texts collected randomly from the above-mentioned novel and tabulated according to the RT model of relevance – heuristic comprehension. This is associated with the pattern translation process. Translation will be taken, as in the following:

عبد، عماد (2020). صاحب الظل الطويل (ترجمة الى العربية). منشورات المكتبة
الاهلية (طبع وونشر توزيع): الأردن. | TL

Case no. 1

SL: "Jerusha went without comment, **but with two parallel lines on her brow**. What could have gone wrong, she wondered. **Were the sandwiches not thin enough? Were there shells in the nut cakes?**", "**Had a lady visitor seen the hole in Susie Hawthorn's stocking? Had--O horrors! one of the cherubic little babes in her own room F `sauced' a Trustee?**".

TL: "ذهبت جيروشا دون أن تتبس بحرف، وقد ارتسمت علائم الاستغراب على وجهها تتسائل عما لم يسر على ما يرام. ألم تكن الشطائر رفيعة كفاية؟ هل وجدوا قشوراً في كعكة الجوز؟"، "هل رأيت احدى السيدات الزائرات الثقب في جوارب سوزي هورثون؟ او هل خاطب الأطفال الملائكة الصغار من نزلاء الغرفة (ف) أحد الاوصياء بوقاحة؟"

Attributive

Descriptive

| Linguistic heuristic | Tacit heuristic | Metarepresentaional heuristic | Interpretive heuristic |
|----------------------|-----------------|-------------------------------|------------------------|
| | √ | | |

Case no. 2

SL: "Jerusha caught only **a fleeting impression of the man**--and the **impression consisted entirely of tallness**". "He was waving his arm towards an automobile waiting in the curved drive."

TL: أدركت جيروشا أثراً **خاطفاً للرجل**، **وكان ذلك الأثر مرتبطاً بالطول**. كان يلوح بذراعه للسيارة المنتظرة في انعطافة الممر.

| Attributive | | Descriptive | |
|----------------------|-----------------|-------------------------------|------------------------|
| Linguistic heuristic | Tacit heuristic | Metarepresentaional heuristic | Interpretive heuristic |
| | | | √ |

Case no. 3

SL: "Mrs. Lippett allowed a moment of silence to fall, then resumed in a slow, **placid manner extremely trying to her hearer's suddenly tightened nerves**."

TL: سمحت السيدة ليببت للحظة صمت، ثم واصلت بأسلوب بطيء هادئ، **مرهق للغاية لأعصاب مستمعها المشدودة فجأة**.

| Attributive | | Descriptive | |
|----------------------|-----------------|-------------------------------|------------------------|
| Linguistic heuristic | Tacit heuristic | Metarepresentaional heuristic | Interpretive heuristic |
| | | √ | |

Case no. 4

SL: "Mrs. Lippett **overlooked the fact that Jerusha had worked hard** for her board during those two years, that the convenience of the asylum had come first and her education second; that on days like the present **she was kept at home to scrub**."

TL: تجاوزت السيدة ليببت حقيقة أن جيروشا عملت **جاهدة** مقابل اقامتها خلال هاتين السنتين. وأن راحة الميتم كانت تأتي أولاً ثم تعليمها، وأنها، في أيام كهذه، **كان يُحتفظ بها في المنزل لفرك الأرضيات**.

| Attributive | | Descriptive | |
|----------------------|-----------------|-------------------------------|------------------------|
| Linguistic heuristic | Tacit heuristic | Metarepresentaional heuristic | Interpretive heuristic |
| √ | | | |

Case no. 5

SL: "it seems that your work in English has even been brilliant". "**Miss Pritchard, who is on our visiting committee, is also on the school board**; she has been talking with your rhetoric teacher, and made a speech in your favour". "She also read aloud an essay that you had written entitled, "Blue Wednesday."

TL: "ويبدو أن عملك باللغة الإنكليزية كان عبقرياً. إذ كانت السيدة برتشارد عضو لجنتنا الزائرة، كما أنها عضو في هيئة المدرسة"، "تحدثت إلى معلمة المادة فن الخطابية، وألقت خطاباً في صالحك. لقد قرأت بصوت عالٍ مقالاً كتبته بعنوان، الأربعاء الكئيب"

| Attributive | | Descriptive | |
|----------------------|-----------------|-------------------------------|------------------------|
| Linguistic heuristic | Tacit heuristic | Metarepresentaional heuristic | Interpretive heuristic |
| √ | | | |

Case no. 6

SL: "He is giving you **a very liberal allowance**, almost, for a girl who has never had any experience in taking care of money, too liberal". "But he **planned the matter in detail, and I did not feel free to make any suggestions.**"

TL: "انه يمنحك **مخصصات سخية**. سخية جداً لفتاة لم تجرب قط الاهتمام بالنقود. لكنه **خطت الأمر بتفاصيله، ولم يكن متاحاً على تقديم اقتراحات.**"

| Attributive | | Descriptive | |
|----------------------|-----------------|-------------------------------|------------------------|
| Linguistic heuristic | Tacit heuristic | Metarepresentaional heuristic | Interpretive heuristic |
| | | √ | |

Case no. 7

SL: "The money will be sent to you by the gentleman's private secretary once a month, and in return, you will write a letter of acknowledgment once a month". "That is--you are not to thank him for the money; he doesn't care to have that mentioned, **but you are to write a letter telling of the progress in your studies and the details of your daily life.** Just such a letter as you would write to your parents if they were living."

TL: سترسل لك الأموال عبر أمين السر الخاص للسيدة، وبالمقابل ستكتبين رسالة امتنان مرة في الشهر. وهذه، لن تكون الشكر على المال فهو لا يكثرث لذكر هذا، بل ستكتبين فيها عن تقدمك في دروسك وتفاصيل حياتك اليومية، تماماً مثل رسالة تكتبينها لوالديك لو كان على قيد الحياة.

| Attributive | | Descriptive | |
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| Linguistic heuristic | Tacit heuristic | Metarepresentaional heuristic | Interpretive heuristic |
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Case no. 8

SL: "Dear Kind-Trustee-Who-Sends-Orphans-to-College", "Here I am! **I travelled yesterday for four hours in a train.** It's a funny sensation, isn't it"? "I never rode in one before."

TL: عزيزي الوصي اللطيف الذي يرسل اليتام إلى الجامعات. **ها أنا ذي! لقد سافرت البارحة لأربع ساعات القطار.** إنه إحساس طريف، أليس كذلك؟ لم أستقل قطاراً من قبل.

| Attributive | | Descriptive | |
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Case no. 9

SL: "**College is the biggest, most bewildering place--**I get lost whenever I leave my room". "**I will write you a description later when I'm feeling less muddled**"; "also I will tell you about my lessons. Classes don't begin until Monday morning, and this is Saturday night. **But I wanted to write a letter first just to get acquainted.**"

TL: إن الكلية هي المكان الأكبر والأكثر ارباكاً؛ إنني أتوه كلما غادرت غرفتي. **سأكتب لك وصفاً في وقت لاحق عندما أشعر أنني أقل تشوشاً،** كما أنني سأخبرك عن دروسي. لن تبدأ الدروس حتى صباح الاثنين، وهذه ليلة السبت. **لكنني أردت كتابة رسالة لتعارف.**

| Attributive | | Descriptive | |
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| Linguistic heuristic | Tacit heuristic | Metarepresentational heuristic | Interpretive heuristic |
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Case No. 10

SL: "**The ten o'clock bell is going to ring in two minutes**". "Our day is divided into sections by bells. We eat and sleep and study by bells. It's very enlivening; **I feel like a fire horse all of the time**". There it goes! Lights out". "Good night".

TL: "**سيقرع جرس الساعة العاشرة بعد دقيقتين.** يجزئ قرع الاجراس يومنا هذا إلى أقسام. فنحن نأكل وننام وندرس وفقاً للأجراس". "**إنه منعش جداً، أشعر أنني حصان يجر عربة إطفاء طوال الوقت.** ها قد اطفئت المصابيح. ليلة طيبة".

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Case no. 11

SL: "**The poor, please observe, being a sort of useful domestic animal**". "If I hadn't grown into such a perfect lady", "I should have gone up after service and told him what I thought".

TL: **لاحظ، من فضلك، أن الفقراء أصبحوا نوعاً من الحيوانات الاليفة النافعة.** لولا أنني أدرس لأصبح سيدة مجتمع، لكنت ذهبت خلفه بعد القداس أخبره برأيي.

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Case no. 12

SL: "**I have a new unbreakable rule: never**, never to study at night no matter how many written reviews are coming in the morning". "Instead, I read just plain books--I have to, you know, because there are eighteen blank years behind me". "**You wouldn't believe, Daddy, what an abyss of ignorance my mind is;** I am just realizing the depths myself".

TL: "**الذي قانون جديد لن اتجاوزه:** لن أدرس مطلقاً أبداً في الليل مهما كانت عدد المراجعات المكتوبة المطلوبة صباحاً. بدلاً من ذلك، سأقرأ كتباً سهلة"، "علي ذلك، كما تعرف، لأن هناك ثمانية عشر عاماً خاوياً في الماضي. **لن تصدق يا عزيزي عمق هاوية الجهل في عقلي،** أنا أدرك مداها بنفسي".

| Attributive | | Descriptive | |
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| Linguistic heuristic | Tacit heuristic | Metarepresentational heuristic | Interpretive heuristic |
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Case no. 13

SL: "Dear Daddy-Long-Legs,"

"Is it snowing where you are? **All the world that I see from my tower is draped in white and the flakes are coming down as big as pop-corns**". "It's late afternoon--**the sun is just setting (a cold yellow colour)** behind some colder violet hills, and I am up in my window seat using the last light to write to you. Your five gold pieces were a surprise"! I'm not used to receiving Christmas presents. **You have already given me such lots of things--everything I have,**

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| you know--that I don't quite feel that I deserve extras". | | | |
| TL: "عزيزي يا صاحب الظل الطويل... هل تتلجج في المكان الذي أنت فيه؟" "يغلف البياض كل العالم الذي أراه من برجى، وتتساقط رقايات الثلج كبيرة بحجم حبات الفشار. إنه آخر العصر- والشمس على وشك النزول (لونها أصفر شاحب) خلف بعض التلال البنفسجية الباردة، وأنا جالسة على مقعد النافذة مستغلة الضوء الأخير للكتابة إليك". | | | |
| Attributive | | Descriptive | |
| Linguistic heuristic | Tacit heuristic | Metarepresentaional heuristic | Interpretive heuristic |
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Case no. 14

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| SL: " <u>Here is a picture of the way I look, with a bandage tied around my head in rabbit's ears.</u> Doesn't that arouse your sympathy?" " <u>I am having sublingual gland swelling.</u> And I've been studying physiology all year without ever hearing of sublingual glands. <u>How futile a thing is an education!</u> " | | | |
| TL: <u>هذه الصورة، لمظهري بضمادة ملفوفة حول رأسي ولها شكل أذني الأرنب. ألا يثير هذا شفقتك؟</u> لدي انتفاخ في الغدة تحت اللسانية. وكنت أدرس علم وخصائص الأعضاء طوال السنة دون أن أسمع بالغدة اللسانية، كم هو شيء عبثي هذا التعليم! | | | |
| Attributive | | Descriptive | |
| Linguistic heuristic | Tacit heuristic | Metarepresentaional heuristic | Interpretive heuristic |
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Case no. 15

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| SL: "Did you ever hear of such a discouraging series of events? It isn't the big troubles in life that require character". " <u>Anybody can rise to a crisis and face a crushing tragedy with courage, but to meet the petty hazards of the day with a laugh</u> "—"I really think that requires SPIRIT. It's the kind of character that I am going to develop." "I am going to pretend that all life is just a game which I must play as skillfully and fairly as I can." | | | |
| TL: هل سمعت يوماً بسلسلة أحداث محبطة كهذه؟ ليست من نمط المتعب الكبرى في الحياة التي تتطلب شخصية قوية. يمكن لأي أحد أن يقاوم أزمة ويواجه مأساة ساحقة بشجاعة لكن أن تواجه متاعب النهار الرهيبة بضحكة، فذلك يتطلب شجاعة كما أو من فعلاً. هذه هي الشخصية التي أنوي تنميتها سأتظاهر بأن الحياة كلها ليست سوى لعبة، علي أن ألعبها بمهارة وبنصاف قدر استطاعتي. | | | |
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2.4 Discussion:

Understanding the SL text necessitates the development of new communicative norms in TL that take into account how communicative processes are viewed. In these texts, understanding heuristics incorporates context considerations into the translation process. They are looked at as illustrations of a certain context, which is a set of attributional and descriptive cues inside the textual material used in the production and comprehension of acts of text. Contrary to how the term is typically used, the relevance heuristic viewpoints on context maintain that it is a mental construct that is solely the result of cognitive processes. The mental models of the translator of these samples comprise external stimuli that can be observed, paid attention to, stored, recalled, or used as premises in inference as inputs.

Relevance - translation heuristics in these texts provide shared input data, indicating that some degree of information sharing is necessary for translation process. The processing of SL inputs in the context of texts causes appropriate heuristics (attributive and descriptive heuristics), which are defined by competence as changes in the translator's set of presumptions. These two types of processing are probable consequences of this sort of cognitive processing since they are founded on the comprehending and inferential nature metal model as well as the ideas of descriptive and attributive categories.

Conclusions:

The main cognitive heuristics of the translation process are linked to relevance-based understanding. Translator's or interpreter's goal should be to create a faithful interpretation of the source material. A positive cognitive effect helps people achieve their goals since it is a context-bound event. This has been reflected in the performance of their renderings in TL.

1. The applications of relevance theory strengthen the cognitive pragmatics approach to the translation process. In these textual samples (see 2.3, case. no. 12), the translator identifies attributive translation as an interface from SL to TL.

2. To reevaluate how attributive ideas are expressed in TL, the procedural aspects in literary text translation (see 2.3, case no. 3) create a boundary between descriptive thought representations in literary text and translator-mediated utterances.
3. The procedural aspects of the translator play a significant part in establishing clues that allow one to enter the speaker's thinking in the target language (TL).
4. Relevance – heuristics are cognitive impacts that debunk or disprove preconceived notions of the translator of the text. They enable the communication to deliver more pertinent information (see 2.3, case no. 15).
5. In the translation process, heuristics are important for determining the translator's success in terms of understanding. They depend on the translator's contextual effects for TL recognition.

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الاستدلالات النسبية للاستيعاب في دراسة عملية الترجمة: النص الادبي كدراسة حالة

محمد نهاد احمد*

المستخلص :

ترابط الاستيعاب هو العلاقة بين الإدراك وشكل اللغة. بدلاً من إنشاء علاقة بين الشكل اللغوي والشيء الخارجي، فإنه يقدم مدخلاً في نظام الاستدلال للمعالجة العقلية البشرية. يتناول هذا البحث هذه الظاهرة بوصفها أحد الجوانب الأساسية للبحث في عملية الترجمة. كما أنه يركز على الأبعاد المعرفية ذات الارتباط بالاستدلال في مرحلة الفهم في أثناء عملية الترجمة، وهما مفهومان، الاستدلالية الوصفية والاستدلالية الإسنادية، تم تحليل التشابه التفسيري أيضاً على وفق النظرية النسبية التي لها تأثيرات إدراكية وتعبيرية في عملية الترجمة. تم جمع البيانات من رواية كتبها جان ويبستر بعنوان (Daddy Long Legs) مع الترجمة. وتم تحليل المعطيات على وفق الخصائص النسبية التي تكون المبادئ الأساسية لعملية الاستدلال بالنسبة للمترجم، وينعكس ذلك في أداء النص المترجم في اللغة الهدف. توصلت الدراسة إلى استنتاج مفاده أن ترابط الاستدلال هو أدوات معرفية يستعملها المترجم لتنفيذ نقل ثنائي اللغة من اللغة المصدر إلى اللغة الهدف وهي ذات صلة بمرحلة الفهم وإعادة التأويل التفسيري..

الكلمات المفتاحية: الإدراك، عملية الترجمة، نظرية الصلة، استدلال الفهم، التشابه التفسيري، الترجمة الأدبية.

* استاذ مساعد / قسم الترجمة / كلية الآداب / جامعة الموصل